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ABSTRACT

This report describes an institute for community college faculty, student personnel specialists, administrators and students which would aid individual campuses in meeting current community educational needs and prepare a stratagem to deal with any particular problem uncovered by their analysis. A description of the institute, objectives and topics covered during the institute are described in detail. A review of followup workshops, brief descriptions of the projects, staff members, participants, and an evaluation of the institute by the participants are attached. (MJM)

ED 069608

Final Report

for

An Institute for Community College Faculty, Student Personnel Specialists, Administrators and Students

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Sponsored by Oregon State University
in cooperation with

Lane Community College

and

Portland Community College

Lester Beals, Director

July 31, 1971

SP 005 935

Education faces a serious challenge today. If it is to survive as a viable profession, it must become flexible enough to meet the needs of a rapidly changing world. How education can so organize that it can prevent itself from becoming an archaic institution is a controversial issue. Some see change coming only through confrontation tactics (some violent, some non-violent), others see mass infusion of technical hardware into education, and others advocate contracting with private industry for educational services. One of the most rapidly growing alternatives to the educational needs of Americans is the community college.

As a rapidly developing educational institution, the community college is in a strategic position to provide leadership and programs directed toward greatly needed educational change. The community college is still young enough, in most cases, that it has not developed resistance to change, and it is close enough to the people, being a community service institution, to feel the changing needs as they occur. This Institute recognized that the community college could play a key role in meeting the educational challenge but that they might need assistance in keeping appropriate goals as well as always being alert to the need for new ones.

Oregon State University has provided leadership in the community college field in the American Northwest for several years. This Institute was just one bit of evidence of a continued concern for the support and improvement of the community college concept by pre-service and in-service programs for community college professional personnel.

The Institute gave emphasis to helping the participating personnel; faculty, student personnel workers, and administrators, in analyzing their own individual campuses with regard to meeting current community educational needs and in preparing a stratagem to deal with any particular problem uncovered by their analysis. Considerable emphasis was placed on the study of minority-disadvantaged groups and their educational problems.

The study, analysis, and stratagem development was concentrated into a four-week institute in the summer of 1970. This was followed by individual visitations by staff members to each participating campus and then by one-week follow-up workshops in the spring of 1971.

During the summer institute, there was considerable opportunity to interact with minority-disadvantaged students and community leaders. All Institute participants spent three days living in the Albina section of Portland. Albina is almost totally populated by blacks. Visits were made to homes, community action agencies, self-help agencies, and EOP funded education programs. Many discussions were held with the leadership of the black community and its agencies with emphasis placed on what role, or roles, the community college could play in the support of the community's developing programs.

The problems studied in this phase of the institute were related to the programs of Portland Community College through seminars and conferences with the staff and students.

Several seminars were held on the Oregon State University campus with the leadership of the Black Student Union, Third World, SDS, and the Associated Student Government. Topics covered generally related to "relevant education" and "student unrest".

The objectives of the stay in Portland and the seminars and visitations were expressly intended to achieve the following objectives:

1. Increased self-insight and understanding as a basis for personal growth along with the desire to relate oneself to individual needs and social situations.

2. An increased understanding of the older adolescent student, his needs and motivations, and a deeper concern for his welfare.

3. A keener perception of the role of the community college in the social and educational structure and its responsibility in creating desirable change.

4. An improved ability to communicate the philosophy and program of the community college to faculty, students, and the community and its role in meeting social needs.

5. A better understanding of individual students of a great variety and how one may more effectively work with them in problem solving situations.

6. Higher level skills in working with students on a group basis and in helping them to develop problem solving abilities as applied to social problems in the community.

7. A broader understanding of the place of out-of-class activities in helping people to mature socially and psychologically as a result of participation.

8. Improved skills in helping students to identify with worthwhile activities both in the college and in the community, working with the faculty and administration.

9. The identification of those problems and frustrations in the program and activities on the community college campus which lead to student dissatisfaction, unrest, and lack of maximum educational and personal development.

10. The development of greater understanding and skill in community college faculty, student personnel specialists, administrators, and students in working together in the decision making process.

11. Development of more mature counselors, teachers, and administrators who see themselves as part of a larger plan and are willing to be used for greater purposes.

12. Increased understanding of minority group students, the disadvantaged, and the alienated in society, and a greater compassion for and desire to serve these students and their families.

The academic content for the institute was drawn from current educational materials related to the above listed objectives. Participants were encouraged to read and share those materials to help them better understand themselves, the philosophy and program of the community college, and its role as an agent involved in social and cultural change. Specific topics covered either in the written materials or by the institute staff, or both, were:

1. Social, economic, and cultural trends in America and the implications for education; problems of the big cities; the effect of war and a military dominated society; family problems and trends; moral and spiritual dilemmas; racial conflicts and problems; pressure on students.

2. The characteristics of the community college students with special stress on the disadvantaged and the alienated, the minority groups and the militant. The ferment on the campus as related to different kinds of students.

3. Counseling and advisement practices in the community college as applied to the needs of the students. The differences between the academically oriented and the work oriented student in terms of counseling needs.

4. Group processes and procedures. Emphasis on the different kinds of group situations in which counselors and advisors are involved, such as orientation, advisement, counseling, and therapy. Ways of working with the faculty and assisting them with group advisement and the application of group dynamics in classroom situations.

5. The student activity program and its place in the community college. Emphasis on problems of alienation, the needs for student involvement in some kind of organizational activity, the need for staff participation in planning and program development and the relation of the program to development of desirable character and citizenship qualities in college students.

6. The involvement of the faculty in working with students; need for a cooperative approach on the part of the board, faculty, counseling staff, administration, and students.

7. The role of administration in the community college and the development of a team approach. Emphasis on the expanding role of the community college in the community and the nation.

Following the summer institute, each college team returned to their campus to attempt to institute the stratagem they had developed during the summer session to deal with one particular problem they had agreed needed attention. During the fall and winter, each of the twenty participating colleges were visited by at least one of the members of the institute staff; most were visited by two. The visitations were to give encouragement and support, or provide help and assistance.

The follow-up workshops were held in the spring with half the participants meeting in Mill Valley, California, and the remainder at Seabeck, Washington. Most of the colleges reported an "in-process" status to the project they had elected to try to accomplish. Most indicated they were satisfied that they had made some progress. One college reported a good try with no results and another indicated that their plan was rejected by their governing board.

Brief descriptions of the projects, the staff, the participants, and an evaluation of the institute by the participants are attached.

Projects

ALASKA:

Sheldon-Jackson	To increase the availability of faculty to students in more informal ways and to promote more trust and confidence within the campus community. Moderate progress reported.

CALIFORNIA:

American River	To improve campus communication by improved new student and faculty orientation and graduate follow-up. Good progress reported.
Cabrillo College	To identify and treat for retention, high potential drop-out students. A research experiment--going well.
Compton	To encourage faculty participation and leadership in student activities. Moderate success reported.
Fresno City	To involve more students and faculty in off-campus work-study activities. Discouraged by college board's insistance in unnecessarily complicating project by legal inspection of each detail--plan to continue.
Gavilan	To develop better relations with community through planned, coordinated public relations and public information program. Function now centralized--progress good.
Lassen	To improve college and community relations through college outreach. Consultants and speakers, etc., will work with community groups. Moderate success reported.

Merced	To integrate diverse political and ethnic groups through student activity reorganization. Due to decline in all student activities of traditional nature and due to high student tension, project was postponed.
Ohlone	To determine courses of action which might result in increased enrollment by minority students. Have learned much about minority students, now planning recruitment action.
Orange Coast	To maximize chances for success of 80 Chicano students recruited for special summer program. Good success.
Sacramento City	To involve high-risk high school students in college courses in their last two years of high school. Moderate success.
IDAHO	
Southern Idaho	To increase communication and involvement possibilities between students, faculty, and administration. A college senate (faculty elected by students) has been formed. Good success.
OREGON	
Clatsop	To provide educational opportunities to members of the local Job Corps. Problems in Job Corps administration slowed project considerably--still working.
Lane	To involve more minority group students in educational programs of the college. Staff-student human relations committee established and working.
Linn-Benton	To develop policy and procedure regarding student rights, freedoms, and responsibilities and due process. Completed extensive first-draft proposal for board consideration.
Treasure Valley	To recruit black female students. At the present time there are none. No progress--yet.
Umpqua	To provide educational opportunities for Wolf Creek Job Corpsmen. Project denied by board.

WASHINGTON

Big Bend	To improve the working relationships between the various elements of the college (faculty, administration, students, and board), primarily in the decision-making process. Moderate progress reported.
Grays Harbor	To do a detailed survey of total service area to determine educational needs not readily apparent and develop programs to meet those needs. Little progress reported.
Fort Steilacoom	To develop a system of instructional evaluation. An instrument for faculty and student use has been developed.

Staff

Director, Dr. Lester Beals, Professor of Education, Oregon State University.
Assistant Director, Mr. Charles Herndon, Instructor, School of Education, Oregon State University
Staff member, Dr. Robert Graham, Associate Professor Business Administration, Oregon State University.
Staff member, Dr. Donald Pehlke, Dean of Students, Mount St. Mary's College, Los Angeles, California.
Staff member, Mr. James King, Counselor, Diablo Valley College, Pleasant Hill, California.
Staff member, Mr. Robert Terry, Dean of Students, Seattle Central Community College

Assistants, Consultants, and Lecturers

1. Kay Kessell, clerical assistance for the institute.
2. Ab England, Oregon State University student, assistance in setting up student groups and other kinds of student involvement.
3. Lecturers and Consultants:
   (a) Jim Boozer, Assistant to the President, Portland Community College, Portland, Oregon.
   (b) Dr. Fred Giles, Dean of the School of Education, University of Washington, Seattle, Washington.
   (c) Dr. Jane Matson, Specialist in Personnel Work, American Association of Junior Colleges, Washington, D.C. and Professor of Education, Los Angeles State College.
   (d) Don Sanderson, Director of Student Activities, Oregon State University, Corvallis, Oregon.
   (e) Dr. Ed Simonsen, President and Superintendent, Kern County Junior College District, Bakersfield, California.
   (f) Dr. Robert Wiegman, Dean, College of Education, Florida Atlantic University, Boca Raton, Florida.

Special Contributions by Staff and Consultants
(All were asked to make presentations as well as participate in small group and special interest group discussions)

Dr. Robert Graham:

He held a communications workshop for institute participants emphasizing barriers to understanding within the structure of community colleges; recommended methods of opening communication and ways to recognize when barriers are interfering.

Dr. Don Pehlke:

Dr. Pehlke emphasized looking at functions of community colleges in rapidly changing times through the eyes of students. What do students perceive as real, relevant, and important? Do we truly accept the students' actual perceptions or the ones we want them to have?

Mr. James King:

The development of minority representation within the professional ranks of community college personnel; their unique relevance to current social issues and the need for their contributions was the major emphasis of Mr. King.

Mr. Robert Terry:

Mr. Terry discussed the role of student personnel administrators of community colleges during periods of student unrest and the contribution of minority people on the professional staff.

Mr. James Boozer:

Mr. Boozer discussed how urban community colleges should, and can, adapt to the needs of minority and disadvantaged students. He also made the arrangements for the institute to live in the Albina area of Portland and visit with many of the black leaders and to see their programs.

Dr. Donald Sanderson:

Dr. Sanderson's emphasis was on the operations of student activity programs during periods of student unrest and discontent. He also made arrangements to meet with leaders of various student groups.

Dr. Edward Simonsen:

The changing aspects of higher education; the expanding role of students in the governance of institutions of higher learning; the changing role of the community colleges' chief administrators; and the unique opportunities of the community to meet the changing needs--these were the topics covered by Dr. Simonsen.

Dr. Jane Matson:

Acting as consultant to one of the two Spring workshops, Dr. Matson reported on the national picture of higher education, particularly the community college. She reviewed current trends and actions of the Congress and the American Association of Community Colleges.

Dr. Fred Giles:

Dr. Giles, consultant at the Washington spring conference, discussed the national concerns about higher education; the work of various commissions; and their recommendations for changes in the structure and objectives of American education.

Dr. Robert Weigman:

Dr. Weigman emphasized the need for human relations in developing staffs for community colleges, including the generation of methods to include students in a meaningful way in the discussions of issues that would have direct effect on them.

Description of Participants:

All the participants (60) came from two-year colleges. Of the 60 participants only 3 (Sheldon Jackson College, Sitka) came from privately supported colleges. Twenty of the participants listed their major occupation as teacher, 20 as administrators, 18 as student personnel workers, 2 as librarians. Of the 60 participants, the following numbers indicated they worked in the following areas of specialization: 4 in admissions and registration, 13 in general administration, 9 in adult education, 5 in business education, 1 in college finance and management, 1 in educational media, 9 in humanities, 2 in library work, 4 in natural science and mathematics, 1 in professional education (law, medicine), 10 in programs for educationally disadvantaged, 8 in social sciences, 7 in financial aides, 29 in student personnel services, 1 in teacher training, 8 in vocational education, and 2 in athletics. Twenty-eight indicated that they plan to work for another degree; 1 for a bachelor's degree, 3 for a master's degree, 6 for credentials beyond master's degrees and 20 for doctorates. Ten said they plan to undertake their graduate study this year, 1 full-time and 9 part-time.

Evaluation of the Summer Portion of the Institute by the Participants

The participants answered the following questions with the results indicated.

Rate the overall quality of the training program:

(1) An outstanding program
(2) Very good
(3) Good — Average: 2.1
(4) Adequate
(5) Poor

How useful will the training received in this program be to you in your professional work?

(1) Very useful
(2) Fairly useful — Average: 1.4
(3) Not at all useful
(4) Don't know

Indicate which area of focus in the training program was of primary value to you in your professional development by ranking the following: place a "1" by the area of focus which was of most value to you; place a "2" by the second most valuable area, etc.

Averages:
- 2.9 Content (updating in field of specialization or discipline)
- 1.4 Attitude change (social sensitivity, philosophy, etc.)
- 3.4 Methodology (including skills development)
- 1.8 Communication (understanding and communicating more effectively with others)

The level of the training program in terms of background experience and competence:

Respondents:
- 1 was over my head
- 56 integrated with my previous background and experience
- 3 covered information with which I was already familiar

Rate the following characteristics of the training program by using the following rating scale:
- 1-outstanding
- 2-very good
- 3-good
- 4-adequate
- 5-poor

(place the number which best fits your response by each characteristic. Place NA by any characteristic which is not applicable)

Averages:
- 2.3 quality of curriculum
- 1.6 quality of internship experience, practicum, or field work (if applicable)
- 1.9 administrative arrangements--quality of learning atmosphere created
- 2.4 administrative arrangements--effectiveness of time schedule of activities
- 1.7 quality of full-time teaching staff
- 1.9 quality of part-time teaching staff
- 1.8 quality of consultants
- 1.8 usefulness of laboratory sessions (if applicable)
- 2.6 quality of instructional facilities
- 2.0 living-dining facilities
- 1.5 rapport among participants
- 1.4 administration-faculty-participant rapport
- 2.1 criteria for selection of participants
- 1.7 provision for follow-up on participants after completion of training program

The length of the program was:

- 7 too long
- 7 too short
- 46 about the right length

Since all the average score of all characteristics is 1.9, we could assume the general evaluation to be "very good".

List of Participants:

	Student Personnel Specialist	Staff Member	Administrator
AK	Zelma Doig Counselor Sheldon Jackson	William Zeiger Religion & Philosophy	Franklin G. Roth Dean of Students
CA	Miss Beth Lee Counselor American River	Mrs. Gloria Kast Librarian	Miss Norma Slater Asst. Dean of Stu. Act.
	Robert Carter Counselor Cabrillo	Joe Cianciarulo Instructor-Counselor	Charles Carter Asst. Dean, Placement & Financial Aids
	Miss Alvery Barnum Counselor Compton	Miss Fannye McDuffie Counselor-Instructor	Miss Frances Cullen Dean of Student Act.
	Donald Watson Financial Aid Officer Fresno City	Harold Hendry Business	Merle Martin Dean of Students
	Don Klein Counselor-Instructor Gavilan	Jerry Flook Chemistry	Sylvester Heinberg Dean of Instructional Services
	Robert Sheperd Instructor Lassen	Dennis Edwards Instructor	Kenneth Cerreta Business Manager
	Winfield McNamee Counselor Merced	Robert Wiener English	Jerry Schaffer Dean of Stu. Act. & Community Services
	Warren Enos Work Experience Coordinator Ohlone	Barton Stillman Business	William Richter Dean of Instruction
	Robert Hoeppner Counselor Orange Coast	John Anagnostis Psychology	Francis Andreen Dean of Counseling
	Edwin Stupka Counselor Sacramento City	Leslie Read Philosophy	Paul Gould Asst. Dean, Counseling

ID	Jack Sims Counselor College of So. Idaho	Thomas Duncan English, Spanish	Gerald Meyerhoeffer Director, Admissions & Records
OR	Bruce Lower Counselor Clatsop	Art Vaughn Music	Earl Craven Dean of Stu. Affairs
	John White Counselor Lane	Herb Pruett Automotive	Ramon LaGrandeur Assoc. Dean of Instruction
	Ray Miller Counselor Linn-Benton	Jay Brooks Business	Lee Archibald Dean, Student Personnel Services
	Louis Gasca Director, Guidance & Counseling Treasure Valley	Don Ridener Director, Financial Aid & Housing	Dick DeBisschop Registrar
	Ray Newey Counselor Umpqua	George Rummel Automotive	James West Dean, Student Personnel Services
WA	Robert Lyon Director, Financial Aids Big Bend	John Fletcher Chemistry	Wells Allred Dean of Instruction
	Marvin Tennefoss Mid-management Coord. Grays Harbor	Robert Gehrke Psychology	John Stoddard Head, P. E. Dept.; Athletic Director
	Mrs. June Stehn Counselor-Instructor Fort Steilacoom	Mrs. Beatrice Hennefer Coord. Health Occupations	Paul Blowers Dean of Instruction

EPDA INSTITUTE FOLLOW-UP INFORMATION

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	1.7	quality of full-time teaching staff
	1.9	quality of part-time teaching staff
	1.8	quality of consultants
	1.8	usefulness of laboratory sessions (if applicable)
	2.6	quality of instructional facilities
	2.0	living-dining facilities
	1.5	rapport among participants
	1.4	administration-faculty-participant rapport
	2.1	criteria for selection of participants
	1.7	provision for follow-up on participants after completion of training program

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Projects

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CALIFORNIA:	
American River	Developing a new total college orientations program
Cabrillo	Identification, treatment and retention of high potential drop-out students
Compton	To develop better college-community relations involving more students and staff in non-academic college activities
Fresno City	To involve students in off campus work experience programs under faculty supervision
Gavilan	To develop an integrated public information-public relations effort for the college
Lassen	To involve staff and students in creating a more positive public regard for the college
Merced	To create a college awareness program for minority and disadvantaged students
Ohlone	To develop a special support program for some minority disadvantaged students
Orange Coast	To develop methods to improve chances for success of 80 especially recruited Chicanos
Sacramento City	To continue orientation for faculty members for creation of awareness of special education problems of the disadvantaged
IDAHO	
Southern Idaho	To develop a process to improve communication and involvement between students, faculty and administration
OREGON	
Clatsop	To develop a program to extend the services of Clatsop College to more of the disadvantaged, with particular emphasis on Tongue Point Job Corps.
Lane	To study methods of involving more of the minority disadvantaged groups in education.
Linn-Benton	Development of a student code of conduct and due process procedures

OREGON CONT.

Treasure Valley	To develop means of contact and information with minority students from other areas of Oregon
Umpqua	To develop programs to provide more awareness of different cultures, emphasis placed on work with Wolf Creek Job Corps

WASHINGTON

Big Bend	To develop policies and procedures to involve a greater number of the total college community in the responsible decision making process of the college.
Grays Harbor	To survey the community with the objective of determining educational needs
Fort Steilacoom	To develop a self-evaluation plan for the improvement of instruction involving faculty, students and administration.

In addition to the above, the staff has visited two other community colleges that were involved in the prior years institute. They are Yakima Valley College and Walla Walla Community College. Yakima Valley's project was the development of a pre-school faculty and staff orientation program, which consisted of a three-day retreat. They were quite satisfied with the results as there seemed to be increased effectiveness in communication among staff members. The Walla Walla College project was to develop more of its courses in terms of behavioral objectives so that instruction could become more highly individualized. This project is proceeding very well. It seems to have contributed to a growth of staff morale.

Spring Follow-Up Workshops

Both spring follow-up workshops have been scheduled. The southern meeting will be held at the Ralston-White Memorial Retreat, Mill Valley, California, February 21-25 beginning with the evening meal on the 21st and ending with the noon meal on the 25th. The northern meeting will meet at Seabeck Christian Conference Grounds, Seabeck,Washington, April 4-8 beginning with the evening meal on the 4th and ending with the noon meal on the 8th. In either case, you will only need to bring your personal effects and casual clothing. The only expense money you

will receive for this conference will be the $75 for the week. Cost of room and board at the conference and transportation to and from the conference will not be paid by EPDA. We are not certain about room and board cost, but at Mill Valley it will be approximately $40 and at Seabeck it will be approximately $30 per person for the conference period. At the present time there are more participants indicating preference for Mill Valley than that facility can handle. If you are one of those that indicated preference for Mill Valley but could go to Washington, please let us know.